

(2) the impact of the project on expanding the use of open textbooks at institutions of higher education outside of the eligible entity;

(3) open textbooks, supplemental materials, and informational resources created or adapted wholly or in part under the grant, including instructions on where the public can access each educational resource under the terms of subsection (h);

(4) the impact of the project on instruction and student learning outcomes; and

(5) all project costs, including the value of any volunteer labor and institutional capital used for the project.

(j) **ANNUAL REPORT TO CONGRESS.**—Not later than 2 years after the date of enactment of this Act, and annually thereafter, the Secretary shall prepare and submit a report to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and Labor of the House of Representatives detailing—

(1) the open textbooks, supplemental materials, and informational resources created or adapted wholly or in part under this section;

(2) the adoption of such open textbooks, including outside of the eligible entity;

(3) the savings generated for students, States, and the Federal Government through projects supported under this section; and

(4) the impact of projects supported under this section on instruction and student learning outcomes.

(k) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated to carry out this section such sums as are necessary.

#### SEC. 4. TEXTBOOK PRICE INFORMATION.

Section 133 of the Higher Education Act of 1965 (20 U.S.C. 1015b) is amended—

(1) in subsection (b)—

(A) by striking paragraph (6) and inserting the following:

“(6) **OPEN EDUCATIONAL RESOURCE.**—The term ‘open educational resource’ means a teaching, learning, or research resource that is offered freely to users in at least one form and that resides in the public domain or has been released under an open copyright license that allows for its free use, reuse, modification, and sharing with attribution.”; and

(B) in paragraph (9), by striking “textbook that” and all that follows through the period at the end and inserting “textbook that may include printed materials, computer disks, website access, and electronically distributed materials.”;

(2) in subsection (c)(1)—

(A) in the matter preceding subparagraph (A), by striking “or other person or adopting entity in charge of selecting course materials” and inserting “or other person or entity in charge of selecting or aiding in the discovery and procurement of course materials”;

(B) in subparagraph (A), by inserting “such institution of higher education or to” after “would make the college textbook or supplemental material available to”; and

(C) by adding at the end the following:

“(E) Whether the college textbook or supplemental material is an open educational resource.

“(F) For a college textbook or supplemental material delivered primarily in a digital format, a summary of terms and conditions under which a publisher collects and uses student data through the student’s use of such college textbook or supplemental material, including whether a student can opt out of such terms and conditions.”;

(3) in subsection (d)—

(A) in the subsection heading, by striking “ISBN”; and

(B) by striking paragraph (1) and inserting the following:

“(1) verify and disclose, on (or linked from) the institution’s Internet course schedule, for each course listed in such course schedule, and in a manner of the institution’s choosing (except that if the institution determines that the disclosure of the information described in this subsection is not practicable or available for a college textbook or supplemental material, then the institution shall indicate the status of such information in lieu of the information required under this subsection)—

“(A) the International Standard Book Number of required and recommended college textbooks and supplemental materials, except that if the International Standard Book Number is not available for such college textbook or supplemental material, then the institution shall include in the Internet course schedule the author, title, publisher, and copyright date for such college textbook or supplemental material;

“(B) the retail price of required and recommended college textbooks and supplemental materials;

“(C) any applicable fee information of required and recommended college textbooks and supplemental materials;

“(D) whether each required and recommended college textbook and supplemental material is an open educational resource; and

“(E) for a college textbook or supplemental material delivered primarily in a digital format, a link to the summary required to be provided by the publisher under subsection (c)(1)(F); and”;

(4) by striking subsection (e) and inserting the following:

“(e) **AVAILABILITY OF INFORMATION FOR COLLEGE BOOKSTORES.**—

“(1) **IN GENERAL.**—An institution of higher education receiving Federal financial assistance shall assist a college bookstore that is operated by, or in a contractual relationship or otherwise affiliated with, the institution, in obtaining required and recommended course materials information and such course schedule and enrollment information as is reasonably required to implement this section so that such bookstore may—

“(A) verify availability of such materials;

“(B) source lower cost options, including presenting lower cost alternatives to faculty for faculty to consider, when practicable; and

“(C) maximize the availability of format options for students.

“(2) **DUE DATES.**—In carrying out paragraph (1), an institution of higher education may establish due dates for faculty or departments to notify the campus bookstore of required and recommended course materials.”; and

(5) in subsection (f)—

(A) by redesignating paragraphs (3) and (4) as paragraphs (4) and (5); and

(B) by inserting after paragraph (2) the following:

“(3) available open educational resources.”;

#### SEC. 5. SENSE OF CONGRESS.

It is the sense of Congress that institutions of higher education should encourage the consideration of open textbooks by faculty within the generally accepted principles of academic freedom that establishes the right and responsibility of faculty members, individually and collectively, to select course materials that are pedagogically most appropriate for their classes.

#### SEC. 6. GAO REPORT.

Not later than 3 years after the date of enactment of this Act, the Comptroller General of the United States shall prepare and submit a report to the Committee on Health, Education, Labor, and Pensions of the Sen-

ate and the Committee on Education and Labor of the House of Representatives on the cost of textbooks to students at institutions of higher education. The report shall particularly examine—

(1) the implementation of section 133 of the Higher Education Act of 1965 (20 U.S.C. 1015b), as amended by section 4, including—

(A) the availability of college textbook and open educational resource information on course schedules;

(B) the compliance of publishers with applicable requirements under such section; and

(C) the costs and benefits to institutions of higher education and to students;

(2) the change in the cost of textbooks;

(3) the factors, including open textbooks, that have contributed to the change of the cost of textbooks;

(4) the extent to which open textbooks are used at institutions of higher education; and

(5) how institutions are tracking the impact of open textbooks on instruction and student learning outcomes.

#### SUBMITTED RESOLUTIONS

#### SENATE RESOLUTION 541—COMMEMORATING THE LIFE AND LEGACY OF JEAN-LOUIS DE KEROUAC ON THE CENTENNIAL OF HIS BIRTH ON MARCH 12, 2022

Mr. MARKEY (for himself and Ms. WARREN) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 541

Whereas Jean-Louis de Kérouac, better known as “Jack”, was a giant of American literature and favorite son of Lowell, Massachusetts;

Whereas, alongside Allen Ginsberg and William Burroughs, Jack Kerouac ignited the literary movement in the 1950s known as the “Beat Generation”;

Whereas the Beat Generation’s rebuke against traditional values and materialism created the foundation for subsequent counterculture movements in America and beyond;

Whereas the beatnik stereotype dominated popular media and culture in the 1950s and 1960s, an amalgamation of Kerouac’s self-expressive, unconventional characters;

Whereas the “Beatles” took their name after the movement, while artists such as Bob Dylan and Jim Morrison cite Kerouac’s work as major influences; and

Whereas, more than half a century since his death, Kerouac’s novels still fire the imagination, particularly of young people, and serve as a tribute to their culture-changing origins: Now, therefore, be it

*Resolved*, That the Senate recognizes and commemorates the enduring contribution of Jack Kerouac’s work to American literary culture and beyond on the centennial of his birth.

#### SENATE RESOLUTION 542—RECOGNIZING GIRL SCOUTS OF THE UNITED STATES OF AMERICA ON ITS 110TH BIRTHDAY AND CELEBRATING ITS LEGACY OF PROVIDING GIRLS WITH A SAFE, INCLUSIVE SPACE THAT SUPPORTS THE NEXT GENERATION OF WOMEN LEADERS

Ms. DUCKWORTH (for herself, Mr. HAGERTY, Mr. BARRASSO, Mrs. SHAHEEN, Ms. COLLINS, Ms. HASSAN, Mr.

WARNOCK, Ms. CORTEZ MASTO, Ms. WARREN, Mr. KING, Mr. BRAUN, Mr. BENNET, Ms. BALDWIN, and Mr. COONS) submitted the following resolution; which was referred to the Committee on the Judiciary:

## S. RES. 542

Whereas March 12, 2022, marks the 110th birthday of Girl Scouts of the United States of America (referred to in this preamble as “Girl Scouts”), the largest and most impactful leadership program for girls in the world;

Whereas, since its founding, Girl Scouts has emphasized public service and civic engagement and fostered a sense of community in girls;

Whereas Girl Scouts works to champion the ambitions, cultivate the talents, and develop the skills of girls to confidently pursue their passions and make the world a better place;

Whereas, during a time when girls are experiencing increased levels of anxiety, stress, loneliness, and depression, Girl Scouts provides community, consistency, and connection for girls and is a safe haven in all the uncertainty;

Whereas Girl Scouts supports the mental health of girls and is an accepting, safe space where—

(1) girls feel free to be themselves; and

(2) leaders and peers are sources of support;

Whereas, especially in the time of COVID-19, Girl Scouts plays an indispensable role in engaging girls in afterschool and out-of-school programming and experiences that expand their world and allow them to tap into their inner innovator, change maker, and leader;

Whereas, at a time when civics education is missing from many schools, Girl Scouts engages girls of all grade levels in civics programming that deepens their understanding of democracy and government, prepares them for a lifetime of civic engagement, and motivates them to take action on issues that are important to them;

Whereas Girl Scouts offers girls 21st century programming in science, technology, engineering, and math (STEM), the outdoors, entrepreneurship, and beyond, helping girls develop invaluable life skills;

Whereas, to earn the Gold Award, Girl Scouts take on projects that have a measurable and sustainable impact on a community by assessing a need, designing a solution, completing a project, and inspiring others to sustain it; and

Whereas more than 50,000,000 women—trailblazers, visionaries, and leaders—are Girl Scout alumni who have made the world a better place: Now, therefore, be it

*Resolved*, That the Senate—

(1) recognizes Girl Scouts of the United States of America for 110 years of providing a safe, inclusive space where girls can hone their skills and develop leadership abilities;

(2) congratulates all Girl Scouts who earned the Gold Award in 2021, including the National Gold Award Girl Scouts; and

(3) encourages Girl Scouts of the United States of America to continue to champion the ambitions, nurture the creativity, and support the talents of future women leaders.

# SENATE RESOLUTION 543—DESIGNATING MARCH 10, 2022, AS “NATIONAL ‘SLAM THE SCAM’ DAY” TO RAISE AWARENESS ABOUT PERVERSIVE GOVERNMENT IMPOSTER SCAMS, AND TO PROMOTE EDUCATION TO PREVENT GOVERNMENT IMPOSTER SCAMS

Ms. COLLINS (for herself, Mr. KELLY, Mr. SCOTT of South Carolina, Mr. CASEY, and Mr. WARNOCK) submitted the following resolution; which was considered and agreed to:

## S. RES. 543

Whereas hundreds of thousands of individuals in the United States are targeted by government imposter scams each year, including Social Security-related and Internal Revenue Service-related government imposter scams;

Whereas government imposter scams involve scammers contacting individuals in the United States and impersonating employees of government agencies, such as the Social Security Administration, to demand payment or personal information, which defrauds individuals of the United States and erodes trust in the government agencies that the scammers impersonate;

Whereas, since 2013, the fraud hotline of the Special Committee on Aging of the Senate has received more than 10,000 complaints from individuals in all 50 States, the District of Columbia, and the Commonwealth of Puerto Rico, of which one-third were reporting possible government imposter scams;

Whereas there were nearly 400,000 government imposter scams reported to the Federal Trade Commission in 2021;

Whereas the Federal Trade Commission has estimated that victims lost over \$442,000,000 in government imposter scams in 2021;

Whereas, according to the Federal Trade Commission, in 2021, older adults reported larger median individual losses as a result of government imposter scams than younger adults;

Whereas, according to the Federal Trade Commission, in 2021, individuals in the United States reported losing \$23,150,000 to Social Security-related imposter scams;

Whereas, in 2021, Social Security-related imposter scams represented the largest category of complaints received by the fraud hotline of the Special Committee on Aging of the Senate; and

Whereas increased awareness of, and education about, government imposter scams help to thwart government imposter scammers: Now, therefore, be it

*Resolved*, That the Senate—

(1) designates March 10, 2022, as “National ‘Slam the Scam’ Day”;

(2) recognizes National “Slam the Scam” Day as an opportunity to raise awareness about scams that involve individuals impersonating government employees by any means, including by mail, telephone, electronic mail, or internet websites (referred to in this resolving clause as “government imposter scams”);

(3) recognizes that law enforcement agencies, consumer protection groups, telephone companies, area agencies on aging, and financial institutions all play vital roles in—

(A) preventing government imposter scams from targeting the people of the United States; and

(B) educating the people of the United States about government imposter scams;

(4) encourages—

(A) the implementation of policies to prevent government imposter scams; and

(B) the improvement of measures to protect the people of the United States from government imposter scams;

(5) encourages members of the public to—

(A) ignore solicitations from individuals falsely claiming to represent government agencies;

(B) share information about government imposter scams with family and friends; and

(C) report government imposter scams to—

(i) the Office of the Inspector General of the Social Security Administration;

(ii) the Treasury Inspector General for Tax Administration; or

(iii) the Federal Trade Commission; and

(6) honors the commitment and dedication of the individuals and organizations that work tirelessly to fight against government imposter scams.

## SENATE CONCURRENT RESOLUTION 33—COMMENDING THE HEROISM OF OLATHE EAST HIGH SCHOOL ADMINISTRATOR DR. KALEB STOPPEL AND SCHOOL RESOURCE OFFICER ERIK CLARK IN RESPONDING TO A STUDENT ARMED WITH A FIREARM

Mr. MORAN (for himself and Mr. MARSHALL) submitted the following concurrent resolution; which was referred to the Committee on the Judiciary:

## S. CON. RES 33

Whereas, on Friday, March 4, 2022, 2 employees of Olathe East High School in Olathe, Kansas, Administrator Dr. Kaleb Stoppel (referred to in this preamble as “Dr. Stoppel”) and School Resource Officer Erik Clark (referred to in this preamble as “Officer Clark”), were shot and wounded while engaging with an armed student;

Whereas the decision of Dr. Stoppel to remove the student from class and the swift response of Officer Clark to neutralize the student after he began shooting prevented the loss of innocent lives at Olathe East High School;

Whereas Officer Clark has been a school resource officer at Olathe East High School for 7 years and a law enforcement officer for 15 years; and

Whereas Dr. Stoppel has been an Assistant Principal and the Athletic Director of Olathe East High School for nearly 4 years and an educator for nearly 13 years: Now, therefore, be it

*Resolved by the Senate (the House of Representatives concurring)*, That the Senate—

(1) commends Administrator Dr. Kaleb Stoppel and School Resource Officer Erik Clark for their heroic actions to protect students and staff of Olathe East High School; and

(2) recognizes Administrator Dr. Kaleb Stoppel and School Resource Officer Erik Clark for their years of dedication and service to their community as an educator and a member of law enforcement, respectively.

## AMENDMENTS SUBMITTED AND PROPOSED

SA 4982. Mr. PAUL submitted an amendment intended to be proposed by him to the bill S. 3811, making supplemental appropriations for assistance and activities related to Ukraine, and for other purposes; which was referred to the Committee on Appropriations.

SA 4983. Mr. KENNEDY (for himself and Mr. CASSIDY) proposed an amendment to the bill H.R. 2471, to measure the progress of